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**Irrawang Public School Preschool**

# Quality Improvement Plan 2018

# Stacy Mathieson – Principal, Nominated Supervisor, Educational Leader and Responsible Person



**Where education, care and play go hand in hand.**

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| **Service number** | SE-00007620 | **Approved provider** | NSW Department of Education |
| **Educators** | Michelle Kay, Cheryl Ahrens, Kaylene Turner and Alex Hay | **Service approval number** | PR-00005345 |
| **Service contact** | Michelle Kay | **Approved provider contact** | Early Learning, 02 9266 8165 |

NSW Department of Education, Early Learning and Primary Education, November 201

**Irrawang Preschool Philosophy**

**Where education, care and play go hand in hand.**

**Curriculum**

We believe:

* Children need opportunities to consolidate skills and work towards the outcomes expressed in the EYLF.
* Children’s interests and ideas provide educators with the opportunity to develop enriching and engaging learning experiences.
* Children learn through play.

Therefore we:

* Provide an enriching, play-based, child centred curriculum based on the National Curriculum Early Years Learning Framework.
* Provide large blocks of uninterrupted time to play.

“I didn’t know that before!” – Lana, while doing a group activity through play, 2018

**Environment**

We believe:

* The environment should be aesthetically appealing and welcoming to children, families, and staff.
* Children should feel a sense of belonging and ownership in the Preschool environment
* Natural and material resources should be used interchangeably in both our indoor and outdoor environments.
* That Preschool should be a stimulating environment that encourages children to explore, solve problems, create and construct.

Therefore we:

* Provide aesthetically pleasing; well-maintained play areas with thoughtful use of furnishings and displays.
* Make large changes to the environment infrequently and in consultation with children
* Enable children to utilise a variety of natural and material resources during both inside and outside play.
* Embed, teach and model sustainable practices.

“The blocks are really fun to play with’ Lucas, 2018

**Staff**

We believe:

* Each staff member brings fundamental, personal qualities to the service such as empathy, respect, warmth and a passion for learning.
* In working together to maintain and improve the standard of our service.

Therefore we:

“I like playing outside with my friends”- Jiovan (J.P), 2018

* Provide opportunities for staff to share in decision making in regards to all aspects of our service.
* Attend weekly staff meetings to reflect on our service and ourselves as educators.

**Children**

We believe:

* Each child is a unique individual who is capable, resourceful, responsive and an active contributor to their own learning.
* Children should be valued within the context of their family and community.
* Children have the right to get messy, take risks, feel the grass between their toes - the right to be a child
* Children are developing the skills to manage their own emotions and behaviour

Therefore we:

* Integrate children’s suggestions into the daily program and enable them to set up the learning experience where possible.
* Create authentic relationships with children and identify each child as an individual.
* Provide children with the opportunity to live in the now and confidently learn and explore their world.
* Provide calm support for children during times of emotional distress

**Families and the community**

We believe:

“I like playing in Thou Walla, its different in here” – Robson, 2018

* Parents are the initial educator in their child’s life.
* The education of a child is the collaborative responsibility of parents, educators and the community.
* Cultural diversity within our community should be celebrated.
* We are a valuable part of the Irrawang Public School community

Therefore we:

* Create and maintain meaningful relationships with families
* Have built an authentic link with Irrawang Public School and Thou Walla (Schools as Community Centre).
* Endeavour to utilise the knowledge of families and the community to celebrate the various cultures within our community.

*This philosophy was written collaboratively by:*

*Michelle Kay (Teacher), Alex Hay (SLSO), Jazmin Williams (CEO) and Dhurumirri/Dhhukan Children. Philosophy to be reviewed February 2019*

**Quality Area 1: Educational program and practice**

This quality area of the *National Quality Standard* focuses on ensuring that the educational program and practice isstimulating and engaging and enhances children’s learning and development**.**

Step 1: Assess your compliance with the regulatory requirements

**Date of self-assessment:**

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| **Ref. to Law (S) /Regulation (R)** | **Does your service meet these requirements?** | **Confirmed** |
| S.323  S.168  R.254 | Is the Early Years Learning Framework used to guide the development of the program? | **Y** |
| R.73 | Have you developed a program that contributes to each child’s learning and development outcomes, as outlined by the learning framework? | **Y** |
| R.74 | Do you document:   * An assessment of each child’s development, interests and participation in the program? * An assessment of each child’s progress towards the program outcomes? | **Y** |
| R.75 | Is the information about the program displayed in a place at the service that is accessible to parents?  Is evidence of the program available for inspection on request? | **Y** |
| R.76 | If requested, do you provide families with:   * Information about the content of the program and service routines and how they operate in relation to their children, including their participation? * A copy of their children’s assessment/evaluation documentation? | **Y** |
| **If any of these regulations are not implemented in your preschool, take immediate action to rectify this non-compliance.** | | |

Step 2: Identify and record your strengths.

What are the practices that demonstrate quality in your preschool?

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| **Standard 1.1** | **The educational program enhances each child’s learning and development.** | |
| **Approved learning framework** | **Element 1.1.1** | **Curriculum decision-making contributes to each child’s learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners, and effectiveness as communicators.**  At Irrawang Public School Preschool;   * By planning based on children’s strengths and interests, each child is given ample opportunities to participate in the daily program. * Children are acknowledged as competent, capable and resourceful and are encouraged to attempt tasks independently as appropriate. * All children are supported to participate as valued members of the group and educators support children’s efforts. * Children’s progress is regularly assessed in a variety of informal and formal ways, which focus on children’s strengths. Children’s areas of potential growth are also observed and planned for. * Our Community Engagement Officer (CEO) ensures culturally appropriate experiences are provided in an authentic way. * Engagement in the program is facilitated through our close links with our schools community such as the as Community Centre, Thou Walla. |
| **Child-centred** | **Element 1.1.2** | **Each child’s current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.**  At Irrawang Public School Preschool;   * Children initiate and contribute to play experiences that emerge from their own ideas and interests. * Programming is based on observations and informed by the interests of the children. * Contributions made by families are valued, and they are encouraged to share their goals, interests and culture. |
| **Program learning opportunities** | **Element 1.1.3** | **All aspects of the program, including routines, are organised in ways that maximise opportunities for each child’s learning.**  At Irrawang Public School Preschool;   * All aspects of the Preschool day are designed to maximise learning and provide opportunities for extended periods of play and investigation. * The daily routine is designed to ensure children have a variety of experiences and learning opportunities each day. A balance of indoor and outdoor activities, free choice and structured, individual, group and community minded activities are provided for the children on a daily basis. Each child is individually catered for and represented in the preschool program based on teacher observations, the child’s interests and skills, family goals and feedback. * Our Preschool employs routines which are predictable and allow our children to master skills and be confident within the environment. * Children participate collaboratively in everyday routines, for example, children assist with packing away after meal times and at the end of each play session. * Our routine is displayed in the foyer and visually displayed on the preschool class board and cues and warnings are provided for children by educators to allow time to prepare for transitions. * The daily and weekly program is always available for viewing by families on the kitchen bench in an accessible format. * Preschool children and families can access the school Learning Support Team, including the school counsellor via referrals through school or preschool. * Wherever needed, expert assistance is obtained through therapists, health practitioners and paediatric specialists including NDIS providers. * The preschool environment is set up to further engage the children with a balance between natural and man-made materials and open ended activities to promote children’s agency. |

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| **Standard 1.2** | **Educators facilitate and extend each child’s learning and development.** | |
| **Intentional teaching** | **Element 1.2.1** | **Educators are deliberate, purposeful, and thoughtful in their decisions and actions.**  At Irrawang Public School Preschool;   * Intentional teaching is used to scaffold children’s learning and engagement in sustained shared thinking, resulting from actively listening and responding. * Educators observe, listen and talk with children for sustained periods of time and pay close attention to what they are saying, thinking and doing. * Teachers assess learning through observations, conversations, photo documentation, learning stories, family surveys and professional assessments of vision and speech to guide future. .programming. * The program review is carried out daily by individual educators and children and weekly between educators. |
| **Responsive teaching and scaffolding** | **Element 1.2.2** | **Educators respond to children’s ideas and play and extend children’s learning through open-ended questions, interactions and feedback.**  At Irrawang Public School Preschool;   * The EYLF is used to guide the development of each child and to communicate with families about their child’s progress. * Programming is based on observation, actively considered and informed by the interests of the children. * Play experiences initiated by children are supported and children are encouraged to make choices and decisions, and to consider the impact on others of their choices and decisions. * Children openly express their feelings and ideas with staff and each other, the staff responds with calm support. * Educators use spontaneous ‘teachable moments’ that arise throughout each day to extend children’s learning experiences. |
| **Child directed learning** | **Element 1.2.3** | **Each child’s agency is promoted, enabling them to make choices and decisions that influence events and their world.**  At Irrawang Public School Preschool;   * The promotion of children’s sense of agency is embedded throughout our practice and the children’s ideas and interests guide the program. * While each child’s agency is followed, flexibility is encouraged to meet the individual needs of the child and to cater for learning opportunities which emerge. * During long blocks of uninterrupted play, children are actively encouraged to explore ideas using their imagination and creativity. |

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| **Standard 1.3** | **Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.** | |
| **Assessment and planning cycle** | **Element 1.3.1** | **Each child’s learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.**  At Irrawang Public School Preschool;   * Teachers assess learning through observations, conversations, photo documentation, learning stories, family surveys and professional assessments of vision and speech to guide future programming. * The children are provided with an engaging and challenging play based program that reflects the principles, practices and learning outcomes of the EYLF, maximising learning outcomes. * Educators also plan future learning experiences that address and extend children’s knowledge and development. . |
| **Critical reflection** | **Element 1.3.2** | **Critical reflection on children’s learning and development, both as individuals and in groups, drives program planning and implementation.**  At Irrawang Public School Preschool;   * A collaborative team approach to programming and planning is taken in order to obtain the best outcomes for the children. * Through professional reflection and discussion at regular staff meetings educators evaluate how effective the program is in engaging children and supporting them to reach learning outcomes * Based on the professional reflections, changes are made to programming and routine as required to ensure meaningful and engaging learning experiences. * Educators reflect on daily learning experiences with the children each afternoon and provide them with the opportunity to nominate activities of their choice for the following day. * Educators consider past experiences and plan future learning experiences that aim to dress and extend children’s knowledge and development.   . |
| **Information for families** | **Element 1.3.3** | **Families are informed about the program and their child’s progress.**  At Irrawang Public School Preschool;   * Documentation about each child’s program is evidenced through the photos we take, observations and the child’s individual portfolios. * Documentation about each child’s program and progress, including individual portfolios, is accessible to families. * Families are provided with a half yearly and end of year assessment of their child’s learning against the Early Years Learning Framework (EYLF) learning outcomes. * The Preschool Kinderloop website is updated daily to share learning experiences happening at Preschool with caregivers and extended family and friends. * Educators use the Kinderloop website to clearly communicate with families the learning that takes place at Preschool. * Opportunities are provided for families to engage in both formal and informal discussion about the educational program using technology such as Kinderloop and the Preschool Facebook page. |

Step 3: Improvement Plan

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| **Standard /Element** | **Rationale for goal or identified issue** | | | | **Priority L/M/H** |
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| **What goal or outcome do we seek to achieve?** | **Steps or strategies to achieve goal** | **When?** | **Who?** | **Progress notes and reflection** | |
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**Quality Area 2: Children’s Health and Safety**

This quality area of the *National Quality Standard* focuses on safeguarding and promoting children’s health and safety**.**

Step 1: Assess your compliance with the regulatory requirements

**Date of self-assessment:**

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| **Ref. to Law (S) /Regulation (R)** | **Does your service meet these requirements?** | **Confirmed** |
| R.90 – 91R.162 | Have you ensured that a copy of the preschool’s medical conditions policy/procedures document has been provided to a parent of a child enrolled who has a specific health care need, allergy or medical condition? | Y |
| R.92-96  R.161 | Have you ensured that all educators, families and, where applicable, children are aware of the procedure for administering medication and always follow it? | Y |
| R.81 | Have you ensured that you meet each child’s need for sleep and/or rest? | Y |
| R.88 | Have you ensured that all educators and families follow the service’s policies and procedures around preventing and dealing with the outbreak of infectious diseases? | Y |
| R.85-87 | Have you ensured that all educators follow service procedures in the event of an accident, injury or illness? | Y |
| R.89 | Do you have sufficient first aid kits? Have you checked that they are fully stocked and removed all out-of-date items? | Y |
| R.78-79 | Do you ensure that food and drinks served to children are consistent with your nutrition policy and that children can access water at any time? | Y |
| R.77 | Is food stored, handled and served safely? | Y |
| S165 | Have you ensured that educators are supervising children effectively? | Y |
| R.82-83  R.97  R.103  S.167 | Have you ensured that all educators follow service procedures designed to ensure the environment is safe and that children cannot access dangerous items? | Y |
| R.99 | Have you ensured that all educators follow service procedures about the delivery and collection of children from the service? | Y |
| **If any of these regulations are not implemented in your preschool, take immediate action to rectify this non-compliance.** | | |

Step 2: Identify and record your strengths

What are the practices that demonstrate quality in your preschool?

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| **Standard 2.1** | **Each child’s health and physical activity is supported and promoted.** | |
| **Wellbeing and comfort** | **Element 2.1.1** | **Each child’s wellbeing and comfort is provided for, including appropriate opportunities to meet each child’s need for sleep, rest and relaxation**.  At Irrawang Public School Preschool;   * Educators are consistently aware of individual children’s needs for rest, sleep and relaxation. * Quiet areas are available both indoors and outdoors where children are able to rest throughout the day if required. * Educators utilise an online yoga and mindfulness program to maximise and promote a sense of relaxation and healthy wellbeing. * The daily timetable includes a designated rest and relaxation time where a range of appropriate quiet time options are available. * Three rest areas (tents with pillows) are provided for children who require it. |
| **Health practices and procedures** | **Element 2.1.2** | **Effective illness and injury management and hygiene practices are promoted and implemented.**  **At Irrawang Public School Preschool;**   * The preschool has an incident, injury, trauma and illness procedure which is reviewed annually or as required. * The risk of infectious disease is minimised by ensuring the Preschool environment is hygienic as outlined in the 5th Edition Staying Healthy in Childcare document. * Food preparation and eating surfaces are consistently cleaned prior to and directly following lunch and recess sessions, and incidentally as needed. * There are colour coded cloths for cleaning which identify the area in which it is used (e.g. red is for bathrooms, blue is for preschool and green is for food). * Families and staff are notified of outbreaks of infectious disease and cases of head lice, and provided with relevant information in an accessible format including exclusion periods. The principal is notified and follows Department of Education process for infectious disease, including notifying appropriate authorities. * Medical alerts are displayed on the board in the foyer as required and opportunities are provided for discussion with families. * When medication is required during preschool hours a medication form is used to give staff authorisation to administer prescribed medicine to the child in alignment with our policies and procedures. * Educators regularly undertake additional training to ensure they provide high quality care for children with specific medical conditions. Educators consult with medical professionals to review medical care provided and to discuss changes in a child’s medical condition. * Effective hygiene practices are actively modelled, promoted and embedded in the everyday program. * Hand washing is part of everyday routine for educators and children. * Hand washing and toileting procedures are displayed in the centre for both educators and children to promote this. * Soap and paper towel is provided in the children’s and staff bathrooms and anti-bacterial hand sanitiser is supplied for families to use on entry and exit to the centre. |
| Healthy lifestyle | Element 2.1.3 | **Healthy eating and physical activity is promoted and is appropriate for each child.**  At Irrawang Public School Preschool;   * The preschool program ensures children are provided with a variety of opportunities to be physically active indoors and outdoors through the play experiences provided and structured group times children are invited to participate in such as Yoga, gardening, music and movement and riding bikes and scooters. We also utilise Irrawang Public School’s fixed equipment. * Information about healthy lunch box choices are displayed in the foyer and children’s eating areas in an accessible format and are sent home and discussed with families regularly. * Educators use mealtimes as an opportunity to model, discuss and promote healthy eating and nutrition practices. * School canteen is provided to preschool with its own menu to support the healthy eating policies of the centre to ensure that parents have a healthy alternative to provide their child if they are not able to make it at home. * Children’s drink bottles are stored in a portable storage container that allows for access inside and out, depending on where the children are engaged in their daily activities, for them to access at any time and encourage hydration. * Ice bricks are provided each day for children who don’t have them to ensure their food remains at a safe temperature. |

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| **Standard 2.2** | **Each child is protected.** | |
| **Supervision** | **Element 2.2.1** | **At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard**.  At Irrawang Public School Preschool;   * Educators maintain a safe environment for children at all times by removing or reporting any potential hazards identified either when completing daily safety checklists, or as they arise during the day. * Effective supervision is provided for children at all times with educator to child ratios vigilantly maintained. * Where possible the same teacher and school learning support officer are used to replace staff in their absence. Lunch breaks for both the teacher and the school learning support officer are covered consistently by the same person. A detailed casual folder is supplied to all relief staff with information regarding individual children and general preschool information. * Risk assessments are actively updated when supervision requirements are altered such as with the inclusion of excursions to the program or when a child’s behaviour requires it. * Children “no-go” zone posters are clearly displayed in areas that are unsuitable for children and items such as paints, cleaning products and first aid supplies are stored in locked cupboards. * A high quality alarm and speaker system is installed in the building which allows for communication and alarms to be heard across the entire Irrawang Public School. |
| **Incident and emergency management** | **Element 2.2.2** | **Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.**  At Irrawang Public School Preschool;   * The school principal consults with the director of public schools NSW when amending procedures * Procedures for evacuation and lockdown are in place and are displayed at all exits in the preschool. * Emergency evacuation and lockdown drills are conducted each term with all children and educators participating. * Every term our preschool participates in a whole school emergency drill to ensure that procedures are familiar. * Evaluations of emergency drills and emergencies are completed within the Preschool amongst staff and discussed at Work Health and Safety committee meetings by the preschool Work Health and Safety committee member. * The rural fire-fighting service is consulted when conducting our emergency plan and other times if required. For example, when Irrawang Public School holds a corrobboree or a similar event. * We engage department approved alarm installation providers who know school sites/alarm reach areas to ensure effectiveness of our alarm system. |
| **Child protection** | **Element 2.2.3** | **Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.**  **At Irrawang Public School Preschool;**   * **Educators are trained annually in Child Protection and are aware of their responsibility to respond to all children at risk of harm.** * **Educators are familiar with the Mandatory Reporting Guide and discuss any issues with the principal.** * **Brochures highlighting a variety of child protection and child wellbeing issues are available for parents in the preschool foyer.** * **A sign detailing how to report child protection concerns is prominently displayed in the foyer.** |

Step 3: Improvement Plan

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| **Standard /Element** | **Rationale for goal or identified issue** | | | | **Priority L/M/H** |
| 2.1.3 | To maintain the recommended daily exercise and expose all children to basic FMS  To support children’s neuro-physiological development. | | | | M |
| **What goal or outcome do we seek to achieve?** | **Steps or strategies to achieve goal** | **When?** | **Who?** | **Progress notes and reflection** | |
| A quality program developed each school term based on the Munch n Move/ sensory-motor movement program and successfully implemented. | * Staff participate in Munch n Move program, or similar, to become more confident and aware of the early physical activities needed to ensure gross motor development and exposure to early FMS. * Integrate a regular (weekly) activity with a physical or sporting focus based on current knowledge. | T2, 2018 | Michelle Kay |  | |

**Quality Area 3: Physical Environment**

This quality area of the *National Quality Standard* focuses on the physical environment and ensuring that it is safe, suitable and provides a rich and diverse range of experiences that promote children’s learning and development.

Step 1: Assess your compliance with the regulatory requirements

**Date of self-assessment:**

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| **Ref. to Law (S) /Regulation (R)** | **Does your service meet these requirements?** | **Confirmed** |
| R.104-115 | Have you ensured the services premises meet all regulatory requirements? For example:   * There is the required amount of unencumbered space for the number of children in attendance at the service * Arrangements for dealing with soiled clothes, linen and nappies | Y |
| * Do your premises have fencing that prevents children going over, under or through it? | Y |
| * Are there appropriate toilet, hand washing and nappy change facilities? | Y |
| * Is there space for administrative functions and consultation with families? | Y |
| * Is there adequate light, ventilation and shade? | Y |
| * Are all areas of the premises easily supervised? | Y |
| R.103 | Have you ensured that the service premises and all equipment and furniture are safe, clean and in good repair? | Y |
| R.113 | Have you ensured that children are able to explore and experience the natural environment? For example, are there trees, plants and sand? | Y |
| **If any of these regulations are not implemented in your preschool, take immediate action to rectify this non-compliance.** | | |

Step 2: Identify and record your strengths

What are the practices that demonstrate quality in your preschool?

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| **Standard 3.1** | **The design of the facilities is appropriate for the operation of a service.** | |
| **Fir for purpose** | **Element 3.1.1** | **Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.**  **At Irrawang Public School Preschool;**   * **Natural environments are created to maximise the engagement of student learning. These elements include picnic tables, a sand pit, cubby house, chalk board, music machine, rain-water tank taps, stepping stones, dry river bed, sand kitchen, car track, climbing fort, vegetable gardens, frog pond, pavers, astro-turf and natural grass.** * **The playroom is arranged into a variety of learning stations including literacy, reading/quiet corner, creative arts, numeracy, science, construction, technology and play dough to maximise meaningful learning outcomes.** * Three rest areas (tents with pillows) are provided for children who require it. |
| **Upkeep** | **Element 3.1.2** | **Premises, furniture and equipment are safe, clean and well maintained.**  At Irrawang Public School Preschool;   * Our preschool provides children with a safe and well maintained environment that is both age appropriate and visually appealing. * Educators and children are actively involved in the upkeep of the garden and preserving the quality of the environment. * Educators are vigilant in the monitoring of cleanliness and efficiently attend to incidental cleaning as required throughout the day. * All cleaning products used are approved by Department of Education and Communities and comply with Australian safety standards. * A daily, weekly and termly cleaning roster is adhered to which ensures that all areas of the preschool are appropriately cleaned. * A general assistant is accessible two days a week to complete minor repairs and maintenance. * All staff at the preschool consistently work to keep the environment safe by conducting daily checks to identify hazards or potential risks to children’s safety. * Issues that cannot be addressed by preschool staff are reported to the school’s work, health and safety committee. * A preschool leader is on the school’s work, health and safety committee. * Preschool is closed for 1 day for thorough cleaning at the end of each school term. |

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| **Standard 3.2** | **The service environment is inclusive, promotes competence and supports exploration and play-based learning.** | |
| **Inclusive environment** | **Element 3.2.1** | **Outdoor and indoor spaces are organised and adapted to support every child’s participation and to engage every child in quality experiences in both built and natural environments.**  At Irrawang Public School Preschool;   * Indoors, the preschool has a large visually appealing playroom. There is a variety of natural materials and learning stations have been creatively designed to provide alternate options for children such as a stand-up math table and comfortable floor cushions in the reading area. * Appropriate, engaging and safe resources are set up daily in the outside environment to promote agency and reflect the interests and learning needs of children, including quiet rest areas. * Children are given the opportunity to nominate resources they would like to use immediately or plan to use the following day. * Children can access toilets from both indoors and outdoors and can be used in isolation when necessary (due to personal and cultural views). * There is a spacious and attractive community room for formal and informal meetings and provides a space for families to socialise together before Preschool begins. * Laundry, kitchen and disabled toilet are on site. * The preschool is equipped with one office that is utilised for completion of administrative tasks and storage of documents. * The outdoor environment is a large, open area consisting of both natural and built elements. * Both natural and man-made resources are utilised and available for children to engage with both indoors and outdoors. * Adequate shaded areas are provided throughout the environment to promote sun safety as outlined in Irrawang Preschool’s Sun Protection Procedure. * The outdoor area is consistently and effectively supervised by all staff at all times. * There is a vault located at the front of the preschool, a toy and resource store-room and an outdoor storage shed. * The preschool children also utilise Irrawang Public School’s playground, hall, library and classrooms. |
| **Resources support play-based learning** | **Element 3.2.2** | **Resources, materials and equipment allow for multiple uses, are sufficient in number, enable every child to engage in play-based learning.**  At Irrawang Public School Preschool;   * Each learning station is set up with an activity that reflects the needs, interests, involvement and development of the children. * Further resources and activities are provided on additional shelves to promote children’s agency. * Each station provides appropriate engaging and enriching challenges, allowing children to engage, think, create, and solve problems. * The stations are set up to create easy access and walking space throughout the play area. * The playroom is arranged into a variety of learning stations including literacy, reading/quiet corner, creative arts, numeracy, science, construction, technology and play dough to maximise meaningful learning outcomes. * The large mat is utilised for morning and afternoon group time as well as various group experiences throughout the day providing children with a consistent meeting spot where they understand the rules and expectations of group participation. * Recycled materials are used for craft, construction and imaginative play. Children are provided free access to a variety of equipment at each learning centre to ensure they determine its use and are able to adapt items needed for their play and learning. * Three rest areas (tents with pillows) are provided for children who require it. * The outdoor environment is a large open area consisting of both natural and built elements. * Natural environments are created to maximise the engagement of student learning. These elements include, picnic tables, a sand pit, cubby house, chalk board, music machine, rain-water tank taps, stepping stones, dry river bed, sand kitchen, car track, climbing fort, vegetable gardens, frog pond, pavers, astro-turf and natural grass. * The outdoor area is effectively supervised by all educators at all times. * Adequate shaded areas are provided throughout the environment to promote sun safety as   outlined in Irrawang Preschool’s Sun Protection Procedure.   * Appropriate, engaging and safe resources are set up daily in the outside environment to promote agency and reflect the interests and learning needs of children, including quiet rest areas. * Natural resources such as stones and shells are used for counting and patterns. Balls and tubing are used to explore gravity on the outdoor path. * The preschool has a large playroom indoors, including accessible toilets, a large group map and a digital Combox which is utilised when needed to research children’s ideas and to take part in interactive learning experiences to include technology rich experiences for the children. |
| **Environment-ally responsible** | **Element 3.2.3** | **The service cares for the environment and supports children to become environmentally responsible.**  At Irrawang Public School Preschool;   * Our program regularly includes an environmentally responsible focus. * Our Preschool encourages the sustainable practices of recycling food, water and paper as well as energy efficiency and water conversation. * Educators actively encourage sustainable practices by engaging in rich conversations about the importance of caring for our environment. * Staff consistently model and encourage recycling of paper and food scraps and recycling conservation of water throughout their daily routines and practices. * Our preschool has paper/cardboard recycling bins inside and outside. * We have a water tank that collects the rain water which children can then access as desired whilst exploring in their outdoor environment. * Children are consulted daily in informal conversations and afternoon reflection to provide feedback on the environment and resources and experiences they have enjoyed and would like to explore further. * Our outdoor play area has many natural elements including a large grassed area, frog pond, grassy hill, dirt mound, sand pit, a dry river bed, vegetable garden, a garden and recycled rain water taps which children use to care for gardens and extend their sand play. * Children are invited to bring in recycled items from home to use within our craft area. * Children recycle food scraps at eating times and paper and cardboard products throughout the day. * The children understand the water we use in our play has been collected from rainfall and should be used sparingly as it will run out and therefore it is important to turn the taps off when not in use, this understanding is carried through to the use of water in the bathroom. * We have increased birdlife visiting our preschool by planting gardens that attract them and providing well maintained bird bath and appropriate food for the species residing in our area. * Our building provides natural lighting and air ventilation which our staff utilise by opening windows and blinds for both cooling and lighting of our rooms and office. * Educators and children care for Preschool and Thou-Walla environments with regular watering and weeding of gardens providing children with opportunities to be involved in sustainable environment. * Each afternoon the children actively spend time in Thou-Walla caring for the chickens by checking they have enough food, water and bedding, promoting engagement in the natural environment and sustainable living. * We recycle food scraps throughout the day to feed to Thou-Walla chickens promoting sustainability and engagement in the natural environment. * Children check for eggs to use in our cooking. They also water and harvest the variety of fruit and vegetable gardens and trees, in Thou Walla. * Irrawang public school staff and community members support our sustainable practices by regularly donating second hand items for our use. * We participate in ‘clean up Australia Day’ with Irrawang Public School. |
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Step 3: Improvement Plan

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| **Standard /Element** | **Rationale for goal or identified issue** | | | | **Priority L/M/H** |
| 3.1.2 | Indoor areas to be repainted for maintenance and aesthetic reasons. As areas are flaking and peeling and look old and drab. | | | | L |
| **What goal or outcome do we seek to achieve?** | **Steps or strategies to achieve goal** | **By When?** | **Who?** | **Progress notes and reflection** | |
| A fresher more vibrant and cleaner looking indoor environment. | * Clarify 2018 budget with Principal and discuss painting. * Arrange for 3 quotes from painters to obtain realistic cost estimate. * Write letter requesting donations of paint/money from local businesses (bowling club)/Bunnings | End T2, 2018 | Preschool staff |  | |

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| **Standard /Element** | **Rationale for goal or identified issue** | | | | **Priority L/M/H** |
| 3.2.3 | Children’s lunchboxes currently have a large amount of packaging | | | | M |
| **What goal or outcome do we seek to achieve?** | **Steps or strategies to achieve goal** | **By When?** | **Who?** | **Progress notes and reflection** | |
| An increase in the number of children using containers in their lunchbox and a significant decrease in the amount of waste being produced as a result of children’s lunchboxes. | * Promote the importance of reducing packaging in lunchboxes to families. * Include package free/nude lunchbox information in education program. * Celebrate successes when packaging is reduced. | T1, 2018 | Preschool staff |  | |

**Quality Area 4: Staffing Arrangements**

This quality area of the *National Quality Standard* focuses on the provision of qualified and experienced educators, co-ordinators and nominated and experienced supervisors who are able to develop warm, respectful relationships with children, create safe and predictable environments and encourage children’s active engagement in the learning program.

Step 1: Assess your compliance with the regulatory requirements

**Date of self-assessment:**

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| **Ref. to Law (S) /Regulation (R)** | **Does your service meet these requirements?** | **Confirmed** |
| R122-124 | Have you ensured that the educator to child ratio is maintained and that only educators working directly with children are included in ratio? | Y |
| R.135  R.152 | Have you ensured that a suitably qualified and experienced individual has been appointed as the preschool teacher? | Y |
| R.120  R126  R.129-135  R.136 | Have you ensured that School Learning Support Officers hold, or are actively working towards, an ACECQA approved certificate III level qualification? | Y |
| Have you ensured that at all times children are in attendance at the service there is at least one person with an ACECQA approved first aid qualification available, and at least one person who has completed training in the management of asthma and anaphylaxis? | Y |
| **If any of these regulations are not implemented in your preschool, take immediate action to rectify this non-compliance.** | | |

Step 2: Identify and record your strengths

What are the practices that demonstrate quality in your preschool?

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| **Standard 4.1** | **Staffing arrangements enhance children's learning and development.** | |
| **Organisation of educators** | **Element 4.1.1** | **The organisation of educators across the service supports children’s learning and development.**  At Irrawang Public School Preschool;   * Each child at our preschool is enrolled in either the ‘Djuukan’ or ‘Dhurrumiri’ group. * Each group attends a set 5 day fortnight with Djuukan children attending Monday, Tuesday and alternate Wednesdays and the Dhurrumiri children attending Thursday Friday and the opposite Wednesday. * One teacher and one School Learning Support Officer (SLSO) are the main staff members in the preschool. * Staff to child ratios are maintained throughout the day by utilising school staff to relieve breaks and programming time. |
| **Continuity of staff** | **Element 4.1.2** | **Every effort is made for children to experience continuity of educators at the service.**  At Irrawang Public School Preschool;   * Consistency in children and educators ensures strong relationships are able to be formed quickly within the group and with their families. * The teachers work consistent days (Michelle Kay -Monday to Thursday and Kellie Ann Cockle Friday) this has been organised to ensure stability and routine for the children. The school learning support officers also work regular days (Kaylene Turner- Monday, Wednesday and Thursday, and Alex Hay Tuesday and Fridays) The community engagement officer is employed Wednesdays, Thursdays and Fridays to ensure even time is spent with both groups of children. * Educators, including relief staff, work the same timetable each day, ensuring continuity of care and consistency. * The two same staff members provide relief each day for the preschool staff to create consistency and enable relationships to be developed with children. * Wherever possible, the same casual teacher or School learning support officer is used to cover for absent staff to ensure the children have a continuing relationship with the person arriving, ensuring consistency in the children’s routine. * If a staff member is on leave we attempt to engage the same relief staff each time to work with the children to ensure children are building their relationships. * Familiarity with regular educators ensures that the children continue to feel safe and secure, particularly in the first few months of their preschool experience. |

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| **Standard 4.2** | **Management, educators and staff are collaborative, respectful and ethical.** | |
| **Professional collaboration** | **Element 4.2.1** | **Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other’s strengths and skills.**  At Irrawang Public School Preschool;   * The teacher attends weekly whole school communication meetings where operational, medical or safety information is exchanged and whole school staff meetings where they engage in professional learning and dialogue. * The teacher and principal attend fortnightly communication meetings to discuss preschool specific information and topics from Australian Children’s Education and Care Quality Authority (ACECQA), National Quality Standards, and Early Childhood Australia newsletters and publications. * The preschool educators meet fortnightly to set goals for our team, engage in healthy discussion and reflection about practices, and our Quality Improvement Plan and it’s progress. * The Quality Improvement Plan, philosophy, programming and planning are discussed at team meetings where all staff are invited to nominate topics for discussion. * Educators have regular communication with, and visits from, the Department of Education P-2 Initiatives Consultant, who provides professional learning, advice, guidance and feedback. * Educators belong to the Hunter Central Coast Preschool Network and meet regularly to take part in professional learning. * Every staff member is encouraged to participate in all aspects of preschool operation. * The preschool staff work together professionally and support each other. * We consistently work to develop additional relationships and support with the extended Irrawang Public School community. * All staff are invited to bring their own strengths talents and interests to share with the children. * Mrs Kay shares her love of cooking, Mrs Turner loves to sew and complete craft with the children while Miss Hay is engages in fun physical activity and Jazmin Williams shares her Aboriginal culture and knowledge about our natural environment. |
| **Professional standards** | **Element 4.2.2** | **Professional standards guide practice, interactions and relationships.**  At Irrawang Public School Preschool;   * The Irrawang Public School’s Principal is the Educational Leader and is a highly experienced and innovative leader. * Irrawang public school principal provides consistent, on-going support to staff at the preschool. * The Principal visits the preschool regularly to observe practice and support staff providing positive feedback and suggestions. * Educators use the Early Childhood Australia Code of Ethics to guide their relationships with children, families and colleagues and the community. * Educators also adhere to the Department of Education Code of Conduct and participate in annual updates. * Educators use the Early Years Learning Framework, Professional Teaching Standards NSW and Quality Teaching Framework to guide and reflect on their practice. * The preschool philosophy, which is written by staff, children and families, outlines our beliefs and practices in regard to curriculum, environment, staff, children and families and the community, it guides our decision making and practice in all areas. * Irrawang preschool educators are passionate about extending their knowledge of the early years, the EYLF and the National Quality Standards (NQS). * Michelle Kay completed a Bachelor of Education (Primary) at University of Western Sydney in 2005. She achieved a Certificate III in community services: Early childhood in 2001 and is currently completing a diploma in early childhood through TAFE. * School Learning Support Officers Alex Hay and Kaylene Turner hold a Certificate III in Children’s Services. * The teacher is provided with Release from Face to Face (RFF) each week to engage in planning, programming, student evaluations and communication with families. * Staff members at the service have positive and respectful relationships and support each other throughout the day, working collaboratively to complete responsibilities. * Staff members challenge and extend one another and value each other’s skills and attributes. * Consistent and regular communication occurs between all staff members. * Support for the processes of quality improvement has been provided by way of additional planning time, discussions, suggestions, written and verbal input, liaising between staff members, access to regular visits by the P-2 Initiatives Consultant and access to training. * The performance of the teacher is monitored, appraised and feedback provided via the Professional Development Plan (PDP), which is reviewed regularly by the Principal (Educational Leader). * The school learning support officer’s create Personalised Learning Plans and take part in informal assessment with the school Principal. |

Step 3: Improvement Plan

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| **Standard /Element** | **Rationale for goal or identified issue** | | | | **Priority L/M/H** |
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| **What goal or outcome do we seek to achieve?** | **Steps or strategies to achieve goal** | **When?** | **Who?** | **Progress notes and reflection** | |
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**Quality Area 5: Relationships with children**

This quality area of the *National Quality Standard* focuses on relationships with children being responsive, respectful and promoting children’s sense of security and belonging. Relationships of this kind free children to explore the environment and engage in play and learning.

**Step 1: Assess your compliance with the regulatory requirements**

**Date of self-assessment:**

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| **Ref. to Law (S) /Regulation (R)** | **Does your service meet these requirements?** | **Confirmed** |
| R.155 | Have you ensured that educators interact with children in a way that   * Encourages children to express themselves and their opinions? | Y |
| * Supports children to develop self-reliance and self-esteem? | Y |
| * Maintains the dignity and rights of each child? | Y |
| * Provides positive guidance and encourages acceptable behaviour? | Y |
| * Reflects each child’s family and cultural values? | Y |
| * Is appropriate for the physical and intellectual development and abilities of each child? | Y |
| R.156 | Have you ensured that the size and composition of each group of children provides them with the opportunity to interact and develop respectful and positive relationships with each other and with educators? | Y |
| **If any of these regulations are not implemented in your preschool, take immediate action to rectify this non-compliance.** | | |

Step 2: Identify and record your strengths

What are the practices that demonstrate quality in your preschool?

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| **Standard 5.1** | **Respectful and equitable relationships are maintained with each child.** | |
| **Positive educator to child interactions** | **Element 5.1.1** | **Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.**  At Irrawang Public School Preschool;   * Educators at Irrawang Preschool strongly believe that establishing and maintaining quality relationships with children is fundamental to a successful preschool experience. * Educators engage in interactions with children that are consistently warm and responsive in order to build trusting relationships that promote children’s sense of security. * Each child is valued as an important member of the preschool group, and regular conversations take place about what it means to belong to our group. * Educators believe a feeling of security, inclusion and belonging are essential and at the foundation of our preschool. * Educators use routines and meal times to engage with children in conversations about their interests and their health and wellbeing. * Educators engage in children’s play, responding to children’s cues to guide their level of involvement. * Educators have sustained conversations with individual children about things that interest them, ensuring all children have equal opportunities for one-on-one and small group conversations. * Interactions are based on individual children’s needs and wants. * Collaborative learning opportunities are effectively facilitated and every child is consistently supported to work with, learn from and help others. * Educators model reasoning, predicting, reflective processes and language, and encourage children to articulate their thoughts. * Children express their ideas and share home experiences freely with staff. * Key aspects of conversations and interactions are documented in children’s observations in order to inform intentional teaching and planned experiences. * Our Instructional Leader visits preschool each week to support learning. * Educators respond sensitively and consistently to children in distress. * Educators ensure they spend quality one on one time with the children to build a strong relationship and ensure they feel secure. * Educators support families to develop and maintain a routine for saying goodbye to their child to ensure a smooth transition between home and preschool. * Aunty Jazmin teaches all of the children local Gathang words. These words are shared with families through displays, flash cards and Kinderloop stories. * Educators actively learn common words from the home languages of children and use them to welcome the children and their families. When children use their home language at preschool, it is celebrated and encouraged. |
| **Dignity and rights of the child** | **Element 5.1.2** | **The dignity and the rights of every child are maintained.**  At Irrawang Public School Preschool;   * Educators assist children who are experiencing a loss of personal control and monitor all play experiences to pre-empt physical conflict or to intervene in a timely manner to resolve potential conflict. * The dignity and rights of every child are consistently supported and promoted at all times. * Children are given agency to make choices about the experiences they participate in and who they will interact with. * Children are supported to be involved in decisions about the daily program. * Children with additional needs are supported through the skills and strategies employed by educators, and agreed on by parents. |

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| **Standard 5.2** | **Each child is supported to build and maintain sensitive and responsive relationships.** | |
| **Collaborative learning** | **Element 5.2.1** | **Children are supported to collaborate, learn from and help each other.**  At Irrawang Public School Preschool;   * Children are encouraged to share their ideas at daily circle time, with an emphasis on feelings and children’s plans for their time at preschool. This occurs both in the morning and afternoon and a weekly reflection circle is held with children each week to discuss their feedback and planning for the program and all areas of preschool. Each learning area is set up to encourage children to work together and educators support children to collaborate on shared interest projects. * Educators model and discuss respect, equity and fairness for the group and encourage children to behave in the same way. |
| **Self-regulation** | **Element 5.2.2** | **Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.**  At Irrawang Public School Preschool;   * There are numerous support strategies in place to assist children to regulate their emotions, manage their own behaviour and effectively deal with the behaviours of others. * Educators work actively to ensure children develop language and communication skills to resolve conflict in a positive way. * Educators teach communication strategies that include language, gestures, body language, facial expressions, and visual aids. * Children and staff collaboratively develop a Positive Behaviour for Learning (PBL) Matrix for our preschool setting. Educators and children discuss what Safety, Responsibility, Respect and Learning looks like at preschool and possible consequences if children do not behave in accordance with these ideas. Educators consistently use language to encourage children to consider what we can do to ensure everybody is “Safe and happy at Preschool” |

Step 3: Improvement Plan

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| **Standard /Element** | **Rationale for goal or identified issue** | | | | **Priority L/M/H** |
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| **What goal or outcome do we seek to achieve?** | **Steps or strategies to achieve goal** | **When?** | **Who?** | **Progress notes and reflection** | |
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**Quality Area 6: Collaborative partnerships with families and communities**

This quality area of the *National Quality Standard* focuses on collaborative relationships with families that are fundamental to achieving quality outcomes for children and community partnerships that are based on active communication, consultation and collaboration.

Step 1: Assess your compliance with the regulatory requirements

**Date of self-assessment:**

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| **Ref. to Law (S) /Regulation (R)** | | **Does your service meet these requirements?** | **Confirmed** |
| R.157 | Do you respect the right of parents to enter the service when their child is in attendance unless   * Allowing the parent to come into the service poses a risk to the safety of children or staff? * Allowing the parent to come into the service would prevent you or educators and staff from carrying out your normal duties, such as supervising children, delivering the program or meeting health and safety needs? or * You reasonably believe that allowing them entry would contravene a court order? | |  |
| **If any of these regulations are not implemented in your preschool, take immediate action to rectify this non-compliance.** | | | |

Step 2: Identify and record your strengths

What are the practices that demonstrate quality in your preschool?

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| **Standard 6.1** | **Respectful relationships with families are developed and maintained and families are supported in their parenting role.** | |
| **Engagement with the service** | **Element 6.1.1** | **Families are supported from enrolment to be involved in the service and contribute to service decisions.**  At Irrawang Public School Preschool;   * There is an effective and comprehensive enrolment and orientation process based on active communication, consultation and collaboration with families. * The principal meets with families presenting with high needs, or as requested by the parents, providing the children and parents the ability to work with the school to maintain relationships and work on management plans. * Families are invited to group information sessions run on one morning each week for four weeks during Term 4. * The teacher meets regularly with school as community centres facilitator to pass on information regarding playgroup families and services to support new families. * General information about the preschool including the EYLF outcomes, routines, health and safety and work, health and safety procedures are presented. * The teacher and school learning support officer engage with all families about their child’s interests, abilities, needs and their expectations for their child’s learning and development. This is also an opportunity for families and children to begin to develop a relationship with educators, as they take part in their play. * All families are provided with an Application to Enrol in Preschool Form, Irrawang Preschool Information Booklet, a Welcome to Preschool Guide, an Early Years Learning Framework and National Quality Standards fact sheet and a story park permission slip, healthy eating information guide. * All families have the opportunity to attend an individual meeting at the start of the year. |
| **Parent views are respected** | **Element 6.1.2** | **The expertise, culture, values, beliefs of families are respected and families share in decision-making about their child’s learning and wellbeing.**  At Irrawang Public School Preschool;   * There is a culture of open communication with friendly conversations between educators and families. * The environment is welcoming and encouraging for families and visitors. * Families are welcomed by name and are welcome to stay as long as they wish on arrival. * A community room is provided for the comfort of families in the preschool where families establish relationships and provide support within family networks. * Educators and families share information about each child’s progress, relationships, interests and experiences that occur both in and outside of preschool. * Families are frequently invited to special events such as Harmony Day, Easter Hat parade, Book parade and Grandparents day. * Families are actively encouraged to contribute to service decisions via the suggestion box, Story park or in person at regular morning and afternoon teas. * Each year families are provided copies of service philosophy and policies and invited to provide feedback. * Educators obtain information about children’s current interests from the children and their families and actively use this information for curriculum planning. * Educators share with families some of the interactions they have had with children and children’s achievements. * Families are encouraged to discuss their child’s learning and wellbeing at arrival and collection times or at mutually convenient times. * The preschool teacher provides families with learning goals for their child each term. * Documentation of learning experiences towards this goal are provided in the child’s portfolio and on Story park. * Contributions made by families are valued and supported. They are encouraged to share their goals, interests and culture. * Parents are invited to contribute to the educational program through informal conversations with educators and by adding their comments to the sheet at the sign-on table. * In response to regular posts on our Story park page, many families and extended family members comment or like photos to add their input. |
| **Families are supported** | **Element 6.1.3** | **Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.**  At Irrawang Public School Preschool;   * Communication with families occurs in many ways, including in person at arrival and departure times, by phone, preschool newsletters, school newsletters, access to the child’s portfolios, the program on display in the foyers, photographs displayed and Story park. * Current information regarding the services and its operations on the Preschool noticeboard and is displayed in an accessible format for families to access. * QIP and information regarding National Quality framework and philosophy is displayed in community room. |

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| **Standard 6.2** | **Collaborative partnerships enhance children’s inclusion, learning and wellbeing.** | |
| Transitions | Element 6.2.1 | **Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.**  At Irrawang Public School Preschool;   * Educators utilise information provided by specialists working with individual children and implement the strategies and resources they recommend into the program where applicable. * Our children are invited to participate in 3 comprehensive transition to school programs commencing Week 6 Term 3. Hi-5 program runs for 10 weeks; children attend fortnightly and engage in play based learning experiences with current Irrawang Public School kindergarten teachers. In addition from Week 6, Term 3 children visit a kindergarten classroom for 45 minutes twice a week so they can become familiar in the classroom environment. At this time children also have the opportunity to use the school toilets and bubblers. * The final transition to school program is ‘School is Cool’, which operates from Week 6 Term 4, where children and their families participate in a variety of school readiness and familiarisation activities. This program ensures children are familiar with all areas of the school and parents are supported to understand all aspects of school life. The transition to school program is based on the EYLF outcomes and incorporates aspects of Irrawang Public School’s Kindergarten curriculum and positive behaviour for learning. * Children enrolling in schools other than Irrawang Public School attend transition programs associated to their school and are supported to share their school visit experiences with their preschool friends through a transition scrap book. Using this scrap book the children draw pictures or share photos of their school and discuss with their friends and teachers. * Transitional experiences are celebrated amongst all children. * In the year following the graduation of preschool, all children are invited to an afternoon tea to celebrate and share their kindergarten experiences. |
| **Access and participation** | **Element 6.2.2** | **Effective partnerships support children’s access, inclusion and participation in the program.**  At Irrawang Public School Preschool;   * The principal and preschool teacher collaborate with all stakeholders relating to specific children such as families, speech therapists and physiologists to ensure each child’s learning and development is supported. * Review meetings are held throughout the year to provide additional support, create personalised learning plans, and reflect on children’s learning. * Educators engage in communication with specialists about individual children’s learning and development and the effectiveness of implemented strategies. * Strong links have been established with support agencies such as Thou Walla, Brighter Futures, Samaritans, Smith Family and Family First. * Families are referred to and supported in making contact with appropriate support services and agencies. * There are strong links to Thou Walla, our Onsite School as Communities Centres (SaCC). * Current information is provided to families about services provided at Thou Walla, including programs and resources to support parenting, family wellbeing, information about community services and resources available in the local area. * There are brochures from a variety of services available in the foyer for families interested in accessing some of these services. * Access to the school counsellor and Learning Support Team is available. * Contact with child protection agencies and family support agencies are made as required. * Information is shared about a child’s experiences and achievements with other support services and agencies, with family consent. * School canteen is provided to preschool with its own menu to support the healthy eating policies of the centre to ensure that parents have a healthy alternative to provide their child if they are not able to make it at home. |
| Community engagement | Element 6.2.3 | **The service builds relationships and engages with its community.**  At Irrawang Public School Preschool;   * Our educators and children are considered to be, and feel they are valuable members of the Irrawang Public School community and the extended Raymond Terrace community. * Children consistently attend school events such as regular assemblies, library visits, and school walks. * Children join in to celebrate special days and events such as Harmony Day, Easter Hat parade, NAIDOC celebrations, Mother’s Day, Father’s Day and Grandparents Day events, Careers Day, Athletics Carnival and Cross Country. * Irrawang Public School have visits from community members such as local senior citizens and the fire brigade throughout the year. * Preschool and Thou Walla Schools as Community Centre regularly collaborate to celebrate shared events such as Harmony Day, Children’s NAIDOC day and to join in special playgroup celebrations. These events focus on significant cultural events and celebrations and family and community involvement. |

Step 3: Improvement Plan

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| **Standard /Element** | **Rationale for goal or identified issue** | | | | **Priority L/M/H** |
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| **What goal or outcome do we seek to achieve?** | **Steps or strategies to achieve goal** | **When?** | **Who?** | **Progress notes and reflection** | |
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**Quality Area 7: Governance and Leadership**

This quality area of the *National Quality Standard* focuses on effective leadership and management of the service that contributes to quality environments for children’s learning and development. Well-documented policies and procedures, well-maintained records, an ongoing cycle of planning and review, including engagement with families, create the climate for continuous improvement.

Step 1: Assess your compliance with the regulatory requirements

**Date of self-assessment:**

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| **Ref. to Law (S) /Regulation (R)** | **Does your service meet these requirements?** | **Confirmed** |
| R.173 | Have you ensured that all of the information included in R.173 is displayed so that it is clearly visible from the main entrance to your service? | Y |
| R55-56  R31 | Have you ensured that your Quality Improvement Plan   * Contains a statement of the service philosophy? | Y |
| * Is reviewed and revised at least annually? | Y |
| R.145-154 | Have you ensured that records for staff including teachers, School Learning Support Officers, volunteers and students are maintained and kept on the preschool premises? These include:   * Working with Children Checks * Educational qualifications * ACECQA approved training, including first aid | Y |
| Have you ensured information is displayed that notes the principal as the nominated supervisor, educational leader and responsible person in charge? | Y |
| Have you ensured a record is maintained of all educators working directly with children in the preschool? | Y |
| R.87  R.158-162 | Have you ensured that all records relating to children at the service are maintained, including enrolment records, attendance records, health information, records of illness or accident? | Y |

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| R.92, 99, R.177 | Have you ensured that records related to children contain all the required information including authorisations for the administration of medication, medical treatment, the collection of children from the service and excursions? | Y |
| R.181-184 | Have you ensured that records are stored appropriately to ensure confidentiality and are retained for the period indicated in R.183? | Y |
| R. 174-176 | Do you ensure that changes to the operation of the service, serious incidents and complaints which allege a breach of Law or Regulations are reported to Early Learning within the required timeframes, who inform the Regulatory Authority? | Y |
| R.168-169 | Do you ensure that all policies and procedures required by R.168, are in place, regularly reviewed, and available at the service? | Y |
| R. 170 | Do you ensure that your departmental policies and local procedures are followed? | Y |
| R.172 | Have you ensured that families are informed at least 14 days before changes are made to service policies or procedures that might have a significant impact on them, including changes in fees and the way they are collected? | Y |
| R.185 | Have you ensured that a copy of the Education and Care Services National Law and Regulations can be accessed by educators, staff, volunteers and families, including those seeking to enrol their child at the service? | Y |
| **If any of these regulations are not implemented in your preschool, take immediate action to rectify this non-compliance.** | | |

Step 2: Identify and record your strengths

What are the practices that demonstrate quality in your preschool?

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| **Standard 7.1** | **Governance supports the operation of a quality service.** | |
| **Service philosophy and purpose** | **Element 7.1.1** | **A statement of philosophy is developed and guides all aspects of the service’s operations**.  At Irrawang Public School Preschool;   * Educators, in consultation with stakeholders in the service, have developed a philosophy that underpins every aspect of our program, practices and decision-making. * The philosophy is based on pedagogical beliefs, understanding of children and families and the wider community. * The philosophy is made available to families as it is on display in the foyer in an accessible format. * Our philosophy has been shared with all Irrawang Public School staff, the Parents and Carers Committee and the Schools as Communities Centre. * Staff constantly refer to and behave in accordance with our school philosophy. * The philosophy is referred to at staff meetings when deciding how to respond to certain situations. |
| **Management systems** | **Element 7.1.2** | **Systems are in place to manage risk and enable the effective management and operation of a quality service.**  At Irrawang Public School Preschool;   * We have a strong management structure including the Principal, preschool teacher and school learning support officer * Our Educational Leader is our School Principal. * We have regular program planning meetings and staff meetings, where we discuss student progress, the Early Years Learning Framework, National Quality Standards and content in a variety of newsletters including ACECQA, National Quality Framework and Early Childhood Australia. * Professional input is provided to guide our practice in terms of children’s learning outcomes, school/preschool liaison and involvement, reflective evaluation and positive feedback on performance. * The governance of the preschool is informed by Department of Education policies and guidelines. * The preschool encourages family, children and staff (stakeholders) engagement in decision making processes and takes into consideration the views of stakeholders when developing and/or reviewing policies and procedures. * The preschool supervision structure and supervision timetable is displayed in the foyer for families. * Our principal regularly visits preschool at pick up times to engage in informal conversations with families in an accessible format. * As a Department of Education Preschool, we have access to our regional P-2 Initiatives Officer. Our principal ensures we have regular contact and access to this person. * We can contact our P-2 Initiatives Officer for support, as well as to discuss operational and educational issues and decision-making. * The P-2 Initiatives Officer visits our preschool regularly, supporting staff in the self-assessment process and quality improvement plan preparation. * The P-2 Initiatives Officer is supported by the Department of Education Early Learning Directorate, who produce a wide range of resources including the Preschool Handbook and regular National Quality Framework update newsletters. * There is a detailed policy to ensure that all people engaged with our preschool are fit and proper. On arrival to participate in preschool, everybody must first sign on at the school office to ensure they meet the school guidelines. Once cleared by the school office all personnel sign on in the preschool so we have an accurate register of all people on site. |
| **Roles and responsibilities** | **Element 7.1.3** | **Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.**  **At Irrawang Public School Preschool;**   * All educators, including teacher and school Learning Support Officer relief, relief from face to face and casual relief staff undergo a comprehensive induction process, which is documented in the staff induction folder and sign in and out as indicated in the “Irrawang preschool Staff Procedure”. * The staff induction includes information regarding the service philosophy, the Preschool Handbook, Early Childhood Code of Ethics, program documentation, location of policies and procedures and other mandatory documentation. |

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| **Standard 7.2** | **Effective leadership build and promotes a positive organisational culture and professional learning community.** | |
| **Continuous improvement** | **Element 7.2.1** | **There is an effective self-assessment and quality improvement process in place.**  At Irrawang Public School Preschool;  • Our school learning support officer and community engagement officer are supported to develop their skills and understanding of teaching and learning through training and professional conversations at staff meetings.   * Our self-assessment and quality improvement process is ongoing and meaningful. * We utilise the Assessment and Rating Instrument to identify strengths and areas for improvement. * We are committed to the process of continuous improvement in the preschool. * Our quality improvement plan is displayed in our community room in an accessible format and families are regularly invited to contribute to the quality improvement plan at any time including through organised morning and afternoon teas. |
| **Educational leadership** | **Element 7.2.2** | **The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.**   * The preschool teacher leads and develops the preschool program based on current research and the Early Years Learning Framework. The principal regularly reviews the teacher’s program and provides feedback and support. In addition, the schools Instructional Leader P-2, supports the implementation of the program and spends 1 hour per week in the preschool to observe the teacher and children to provide feedback and support. |
| **Development of professionals** | **Element 7.2.3** | **Educators, co-ordinators and staff members’ performance is regularly evaluated and individual plans are in place to support learning and development.**  At Irrawang Public School Preschool;   * Decisions about possible ways of achieving our goals are discussed. * The performance of staff members is evaluated and individual development plans are in place to support and maximise performance improvement. * The teacher participates in regular formal performance reviews, led by principal- the Performance and Development Plan (PDP) process as outlined in Quality Area 4. * The teacher sets professional goals and strategies to reach their goals, and undergoes a process of evaluation and performance review. * The performance of the school learning support officer and Community Engagement Officer is regularly appraised and discussed with the nominated supervisor. |

Step 3: Improvement Plan

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| **Standard /Element** | **Rationale for goal or identified issue** | | | | **Priority L/M/H** |
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| **What goal or outcome do we seek to achieve?** | **Steps or strategies to achieve goal** | **When?** | **Who?** | **Progress notes and reflection** | |
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